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EDITORIAL NOTES

As the December number of the *Review* contained the valedictory of Mr. Locke, who has given it his energies so heartily and successfully, subscribers may naturally turn to this page for a statement as to the management and policy of the future. Announcement of the personnel of the editorial staff will be made in a later number. Detailed announcements as to contributors and articles will also appear from time to time. But as to its general policy, the *Review* can speak without delay.

**GENERAL POLICY
OF THE "SCHOOL
REVIEW"**

Secondary education will continue to form the central feature of the *Review*. And for two reasons: those who take the *Review* presumably take it because they are interested in secondary education; and, in the second place, the problems of secondary education, physical, intellectual, administrative, social, moral, and religious, are intrinsically at least as interesting and important as those of any part of the field. Furthermore, they occupy a peculiar relation to the problems of other fields.

But secondary education, as it is not an isolated field, cannot be successfully treated as such. Its curriculum starts from the point reached by elementary work, and must have relation to the curricula of the higher institutions. Its athletic interests are affected by college standards. Its moral training is largely affected by the sort of discipline which its boys and girls have received in the home and in the elementary school. Its success in securing good methods of study is largely conditioned by the methods of the grammar school. The questions of manual training, of "liberal" versus "practical" courses, of elective and prescribed curricula, of broad preparation for life and citizenship, all require, for their complete study, psychological and ethical analysis, just as the problems of adolescence and physical culture need light from physiology. The successful study of secondary education must be as broad and deep as its problems.

The *Review* will understand its field to include these broader and deeper aspects. It will aim to give no less attention than heretofore to what is timely. Educational gatherings and discussions will be reported. Experiments in methods of teaching or administration will be described. In short, the aim on this side will be to keep the readers informed as to whatever is promising and noteworthy. At the same time, it will be the purpose to study these topics, not only in their more immediate bearings, but also in their more fundamental principles. The busy teacher or superintendent needs the help of the specialists in all educational fields, as well as the stimulus from others who, like himself, are face to face with the immediate aspects of the problem. Such aid and stimulus the *Review* will endeavor to secure.

The question of the extension of the course of the American high school by the addition of two years to the present standard four-year course continues to interest those who think about education for the people. While this question is being discussed with more or less heat and confusion by the advocates of the new and the anxious friends of the old, the problem is being practically wrought out by a number of public and private secondary schools. The Central High School of Philadelphia, the high schools of Joliet, Ill., and Goshen, Ind., and the Lewis Institute of Chicago and the Bradley Polytechnic Institute of Peoria, may be mentioned as examples. These schools are now able to carry students to the point from which they may enter the junior class in college in some or in all courses. We have yet to hear of a single case of a school which has reached this point, and has afterward receded from it and gone back to the four-year limit. Whatever fears the academic discussion of this extension of the secondary school may excite in the friends of the "four-year high school," or those of the "small college," the actual extension is accomplished quietly, and "everybody is satisfied." The extended secondary school is found where it has developed in response to an actual demand. It meets the case of boys, and of girls too, who *must* leave school as soon as the local school has done all it can for them. The four-year course leaves them nowhere in particular. Two years more will prepare them for professional or technical study, or will round out their preparation for civil service. Even where the extended high school exists, it does not appear that it diminishes the number of boys who leave for college at the end of four years. These receive the last two years of "secondary education" as freshmen and sophomores in college. Their less (?) fortunate companions remain in the local school for theirs. And so it is, apparently, to be in increasing degree.

The conclusion seems to be that, while the four-year high school will continue forever, so far as one can see, to be the typical American "secondary school," and while the American "small college" will, so long as it maintains a high-grade teaching staff and material equipment, continue to fill its own place in our peculiar social-educational system—while the permanence of neither of these types of schools is seriously threatened, there are nevertheless many communities in which boys, and girls too, will demand the local six-year high school as the only college possible to them. The six-year high school will not become the type of secondary school in America, as it is in Germany, France, and England; it will not supersede the four-year high school, nor will it be the "nether millstone" to crush out the small college; but it will arise and remain in many of our cities, and will have its own part to play in fitting American boys and girls for "social efficiency"